



Communities That Care

# Community Assessment Training

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*Using the  
Communities  
That Care  
Youth Survey*

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Trainer's Guide  
(75 minutes)

Module 2

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*(for a computer-based presentation)*

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# Module 2



Slide 2-1

# Notes

Module 2

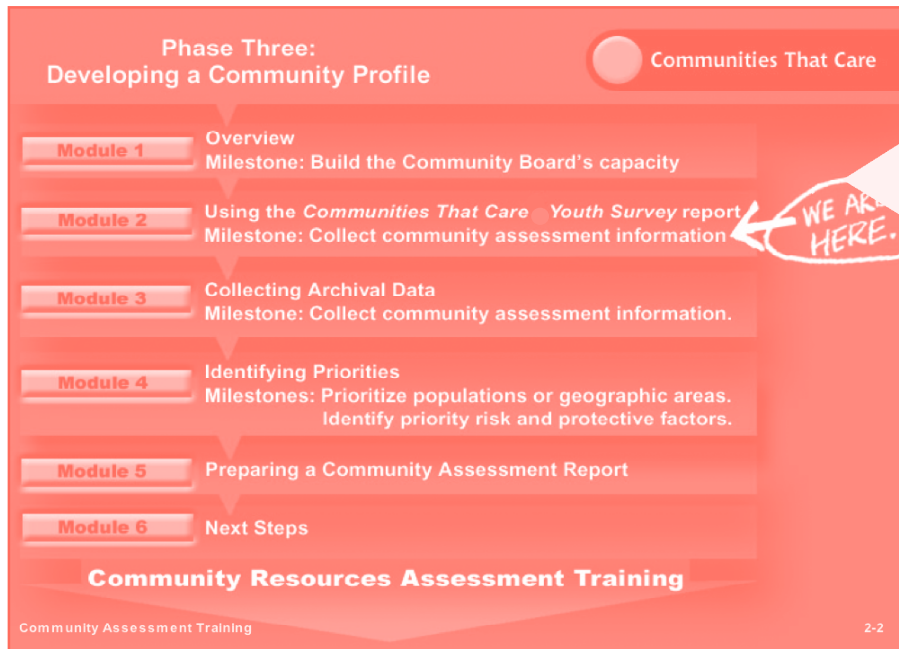
Communities That Care

## Using the *Communities That Care* Youth Survey

Community Assessment Training2-1

**Note to Trainer:** Ideally, the *Communities That Care Youth Survey* will have been administered and participants in this training will have received and reviewed copies of the report describing the survey results in advance. If the report is not available, use the Anytown County Youth Survey Report as an example for this module.





Slide 2-2

WE ARE  
HERE.

## Notes

Review the modules and milestones covered in the Community Assessment Training. Let participants know that you'll begin covering the milestone "Collect community assessment information" in this module.

# Module 2



Slide 2-3

# Notes

## Module 2 goal:

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To prepare you to interpret and use your *Communities That Care Youth Survey* results to identify priority risk and protective factors.

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2-3

Review the slide.

## Objectives

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1. Understand the background and validation of the *Communities That Care Youth Survey*.
2. Become familiar with the *Communities That Care Youth Survey* report.
3. Interpret the survey results and identify community strengths and challenges.



Community Assessment Training

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Slide 2-4

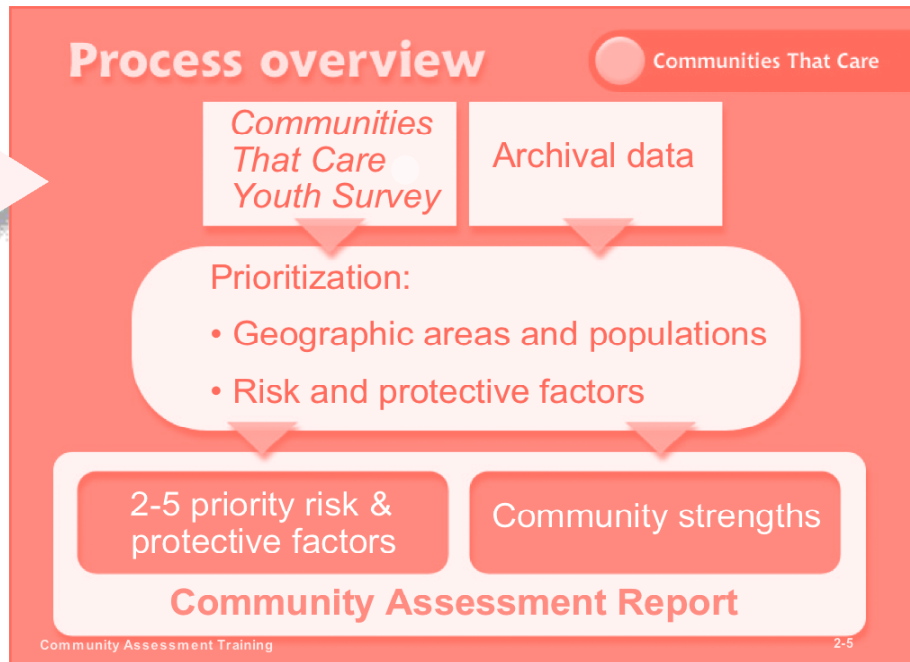
# Notes

Review the slide.



Slide 2-5

# Notes



Review the slide. Remind participants that:

- The *Communities That Care Youth Survey* provides a comprehensive, efficient and accurate assessment of risk factors, protective factors and problem behaviors in their community. The survey assesses nearly all of the risk factors, protective factors and problem behaviors recognized in the *Communities That Care* framework.
- Archival data can be used to fill gaps in the survey and to provide further support for the priorities identified from the survey.

## Use survey results to:

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- Develop a focus for planning.
- Establish baseline data and expected outcomes.
- Conduct public relations and outreach.
- Support fund development.

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Slide 2-6

# Notes

### Objective 1: Understand the background and validation of the *Communities That Care Youth Survey*.

*The Communities That Care Youth Survey has multiple functions and purposes, including:*

- **Developing a focus for planning**—*The survey report provides a profile of how problem behaviors, risk factors and protective factors exist in your community. You can use this information to determine your community's particular strengths and challenges, which will help you develop a focused prevention plan.*
- **Establishing baseline data**—*The survey data provides a standardized measure of risk and protective factors that can be used as a baseline to develop measurable outcomes your community hopes to achieve and to track progress toward those outcomes through future rounds of surveys.*
- **Conducting public relations and outreach**—*The information from the survey can be used to build public awareness about the extent of problem behaviors and levels of risk and protection in the community. By the same token, it can help counteract misconceptions. For example, as a result of recent high-profile school shootings, the public may perceive youth violence to be increasing, when in fact it has been decreasing.*
- **Supporting fund development**—*Data from the Communities That Care Youth Survey can help fulfill requirements for most federal and state prevention/youth development funding, as well as for many private funding sources.*



## Slide 2-7

### Communities That Care Youth Survey

Communities That Care

- Was developed from solid research
- Uses valid and reliable measures
- Is valid across gender and age groups
- Is valid across racial and ethnic groups.

The image shows a sample of the Communities That Care Youth Survey form. It is a spiral-bound notebook with a white cover. The form is printed on lined paper and contains several sections of questions. The questions are written in a clear, legible font. The response options are provided for each question, typically in a column to the right of the question. The form is designed to be easy to use and understand for youth.

Community Assessment Training

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### Objective 1: Understand the background and validation of the Communities That Care Youth Survey.

- The Communities That Care Youth Survey was developed as part of a research project funded by the Center for Substance Abuse Prevention of the U.S. Department of Health and Human Services. The study supported the development of a student survey to provide communities with scientifically sound information about risk factors, protective factors and problem behaviors among youth. The original research involved data collected from students in Kansas, Maine, Oregon, South Carolina and Washington. (One other state, Utah, participated in the project, but did not collect data in the same manner as the other states.)
- The survey questions have been shown to be valid and reliable measures of risk factors, protective factors and problem behaviors.
- The survey has been shown to be valid for use for boys and girls in grades 6-12.
- Recent work in the Diffusion project, a collaboration of seven states (Kansas, Maine, Oregon, Washington, Colorado, Utah and Illinois) and SDRG, found the survey to be valid across racial and ethnic groups.



## Quality control

Communities That Care

- Exaggeration
- Reported use of a fictitious drug
- Inconsistent responses

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Slide 2-8

# Notes

### Objective 1: Understand the background and validation of the *Communities That Care Youth Survey*.

Three strategies are used to assess validity and honesty of students' responses and to ensure that only valid survey forms are included in the analysis.

- **Exaggeration**—Surveys from students who reported daily use of at least four of the following drugs—inhalants, cocaine, LSD or other psychedelics, Ecstasy, methamphetamine, Rohypnol and heroin—are excluded.
- **Reported use of a fictitious drug**—Students are asked questions about their use of a fictitious drug. If students report any use of the fictitious drug, their surveys are excluded from the analysis.
- **Inconsistent responses**—This strategy is used to identify logical inconsistencies in student responses. An example of an inconsistent response would be if a student reported using alcohol 3 to 5 times in the past 30 days, but also reported never using alcohol in his or her lifetime.



Slide 2-9

# Notes

## Survey measures

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Risk factor  
(Family Management Problems)

Scale  
(Poor  
Family Supervision)

Scale  
(Poor  
Family Discipline)

Questions  
("Would your parents  
know if you did not  
come home on time?")

Questions  
("My family has clear  
rules about alcohol  
and other drug use.")

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### Objective 1: Understand the background and validation of the *Communities That Care Youth Survey*.

*The Communities That Care Youth Survey asks questions that have been shown to be valid indicators of individual risk factors, protective factors and problem behaviors. The risk- and protective-factor questions are grouped into scales that measure aspects of each risk factor and protective factor covered in the survey. Some factors may have more than one scale. For example, the risk factor "Family Management Problems" is measured by the scales "Poor Family Supervision" and "Poor Family Discipline."*

## Examples

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Measure	Sample Indicator (Survey Question)
<b>Risk-factor scale:</b> Perceived Availability of Drugs and Handguns	<b>Risk-factor indicator:</b> If you wanted to get some beer, wine or hard liquor, how easy would it be for you to get some?
<b>Protective-factor scale:</b> Family Rewards for Prosocial Involvement	<b>Protective-factor indicator:</b> How often do your parents tell you they're proud of you for something you've done?
<b>Problem behavior:</b> Substance Use (binge drinking)	<b>Problem-behavior indicator:</b> Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row?

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Slide 2-10

# Notes

### Objective 1: Understand the background and validation of the *Communities That Care Youth Survey*.

Here are some more examples of questions on the survey and which risk- or protective-factor scale or problem behavior each question measures.

Review the slide.



Slide 2-11

## Notes

### Risk factors

Communities That Care

- 16 risk factors measured using 22 scales
- Not measured:
  - Media Portrayal of Violence
  - Family Conflict
  - Extreme Economic Deprivation
  - Early and Persistent Antisocial Behavior

Community Assessment Training

2-11

### Objective 1: Understand the background and validation of the **Communities That Care Youth Survey**.

*The Communities That Care Youth Survey measures nearly all of the risk factors identified in the Communities That Care framework. Some risk factors are not included in the Youth Survey because of concerns about the ability to accurately measure them using survey questions. They are:*

- *Media Portrayal of Violence*
- *Family Conflict*
- *Extreme Economic Deprivation*
- *Early and Persistent Antisocial Behavior*

*We haven't identified validated archival indicators of Media Portrayal of Violence or Early and Persistent Antisocial Behavior, so these risk factors are not currently assessed in the Communities That Care framework. The other two risk factors can be measured through archival data.*

Direct participants to the chart on the next page, which lists the scales used to measure the risk factors in the *Communities That Care Youth Survey*. Review the chart if time permits and participants are interested.

# Risk Factors and Scales in the *Communities That Care Youth Survey*

<b>Risk Factor</b>	<b>Scale</b>
Availability of Drugs Availability of Firearms	Perceived Availability of Drugs and Handguns
Community Laws and Norms Favorable toward Drug Use, Firearms and Crime	Laws and Norms Favorable to Drug Use and Handguns
Transitions and Mobility	Personal Transitions and Mobility
Low Neighborhood Attachment and Community Disorganization	Low Neighborhood Attachment Community Disorganization
Family History of the Problem Behavior	Family History of Antisocial Behavior
Family Management Problems	Poor Family Supervision Poor Family Discipline
Favorable Parental Attitudes and Involvement in the Problem Behavior	Parental Attitudes Favorable toward ATOD Use Parental Attitudes Favorable toward Antisocial Behavior
Academic Failure Beginning in Late Elementary School	Poor Academic Performance
Lack of Commitment to School	Lack of Commitment to School
Rebelliousness	Rebelliousness
Friends Who Engage in the Problem Behavior	Friends' Use of Drugs Friends' Delinquent Behavior Peer Rewards for Antisocial Behavior
Gang Involvement	Gang Involvement
Favorable Attitudes toward the Problem Behavior	Favorable Attitudes toward Antisocial Behavior Favorable Attitudes toward ATOD Use Low Perceived Risks of Drug Use
Early Initiation of the Problem Behavior	Early Initiation (of Drug Use and Antisocial Behavior)
Constitutional Factors	Sensation Seeking



Slide 2-12

# Notes

### Protective factors measured:

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- Healthy Beliefs and Clear Standards
- Bonding
- Opportunity
- Skills
- Recognition



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2-12

### **Objective 1: Understand the background and validation of the *Communities That Care Youth Survey*.**

*The Communities That Care Youth Survey also measures the protective factors identified in the Social Development Strategy.*

Review the slide.

*There are currently no validated archival data indicators that measure protective factors, so the only way to measure protection is through a survey.*



## Protective-factor scales

Communities That Care

### Healthy Beliefs and Clear Standards

- Belief in the Moral Order
- Religiosity

### Bonding to Family, Community, and School

- Family Attachment

### Opportunity

- School Opportunities for Prosocial Involvement
- Family Opportunities for Prosocial Involvement

### Skills

- Social Skills

### Recognition

- Community Rewards for Prosocial Involvement
- Family Rewards for Prosocial Involvement
- School Rewards for Prosocial Involvement

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Slide 2-13

# Notes

## Objective 1: Understand the background and validation of the *Communities That Care Youth Survey*.

*The Communities That Care Youth Survey measures levels of protection in each of four domains—community, family, school, and peer and individual.*

*For example, to measure “Recognition,” the survey asks questions about rewards for prosocial involvement in the family, at school and in the community.*

Review the slide.



Slide 2-14

# Notes

## Problem behaviors

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Measured:

- Substance Use
- Delinquency
- Violence

Not measured:

- School Drop-out
- Teen Pregnancy

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### Objective 1: Understand the background and validation of the **Communities That Care Youth Survey**.

- The Communities That Care Youth Survey measures three of the five problem behaviors: Substance Use; Delinquency; and Violence.

The Communities That Care Youth Survey does not measure rates of Teen Pregnancy or School Drop-Out. Because of the sensitivity of questions related to teen sexual behavior, and to ensure adequate participation in the survey, questions about sexual activity are excluded. The survey is given mainly to current students, so School Drop-out cannot be measured.

All five problem behaviors can be measured by archival data.

## Communities That Care Youth Survey update

- Key accomplishments to date
- Issues or barriers



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Slide 2-15

# Notes

Ask the chair of the assessment work group to give a brief update on the status of the *Communities That Care Youth Survey*.



Slide 2-16

# Notes

Communities That Care

## Communities That Care Youth Survey report walk-through

Communities That Care  
Youth Survey Report  
Anytown, USA

Community Assessment Training 2-16

### **Objective 2: Become familiar with the *Communities That Care Youth Survey* report.**

Ask participants to take out their copies of their community's *Communities That Care Youth Survey* report, or distribute sample copies of the Anytown County Youth Survey Report. Let participants know that you'll be giving an overview of the parts of the report, and then they will have the opportunity to look more closely at the report and interpret the findings.

## Report sections:

### Section 1: The Survey

- Introduction
- Summary of results
- Survey methodology
- Demographic profile

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Slide 2-17

Notes

## Objective 2: Become familiar with the Communities That Care Youth Survey report.

Here's an overview of the main report sections.

Section 1 describes the survey instrument, the sampling plan and the survey administration procedures. Section 1 includes several sub-sections that will help you understand the report findings:

- The Introduction provides an overview of the purpose of the report.
- The Summary of Results section presents a brief summary of the findings on risk and protective factors, alcohol, tobacco and other drug (ATOD) use and other antisocial behavior.
- The Survey Methodology section includes sections describing:
  - the research the survey is based on
  - survey administration procedures
  - the results of the three strategies used to assess the validity of surveys (exaggerations, users of a fictitious drug and inconsistent responses)
  - a description of the type of sample that was surveyed and how this may affect the quality of the survey results.
- The Demographic Profile of Surveyed Youth section describes how the respondents are distributed by gender and ethnicity. It also summarizes respondents' home-life characteristics, including the primary language students speak at home and the proportion that live in a city/town/suburb, in the country or on a farm.



Slide 2-18

# Notes

## Report sections:

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- Section 2: Risk and Protective Factors
- Section 3: Alcohol, Tobacco and Other Drug Use
- Section 4: Other Antisocial Behaviors
- References
- Appendices

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## Objective 2: Become familiar with the **Communities That Care Youth Survey** report.

The next three sections of the report discuss the survey findings.

- Section 2 describes the level of risk factors and protective factors among your community's youth.
- Section 3 describes the level of ATOD use reported in the survey.
- Section 4 describes levels of violence and delinquency found in the survey.

Let participants know you'll discuss Sections 2, 3 and 4 in more detail.

- The report has a complete list of references and several appendices, including:
  - additional data from the survey that may be useful for prevention planners and for applying for certain grants
  - additional grade-level risk- and protective-factor graphs
  - a list of additional resources on prevention and prevention planning.



## Section 2: Risk and Protective Factors

Communities That Care

- Introduction
- Overall results
- Grade-level results
- Protective factors
- Risk factors

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Slide 2-19

Notes

### Objective 2: Become familiar with the Communities That Care Youth Survey report.

Section 2 of the report discusses risk and protective factors. This section includes:

- an introduction, which describes the risk- and protective-factor framework as well as the measurement method used in the report
- an overall results summary, which provides an overview of the overall risk- and protective-factor scores
- a grade-level results summary, which provides an overview of the grade-level risk- and protective-factor scale scores. Grade-level results can allow you to focus your prevention efforts further by identifying problem areas and strengths in each grade.
- detailed descriptions of each protective-factor scale score
- detailed descriptions of each risk-factor scale score.



Slide 2-20

## Notes

### Risk- and protective-factor scale scores

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50=Normative score

- Risk factors:  
the lower the better
- Protective factors:  
the higher the better



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### Objective 2: Become familiar with the **Communities That Care Youth Survey report.**

*As we discussed earlier, risk and protective factors are measured using one or more scales. In the report, these are described in terms of “scores.”*

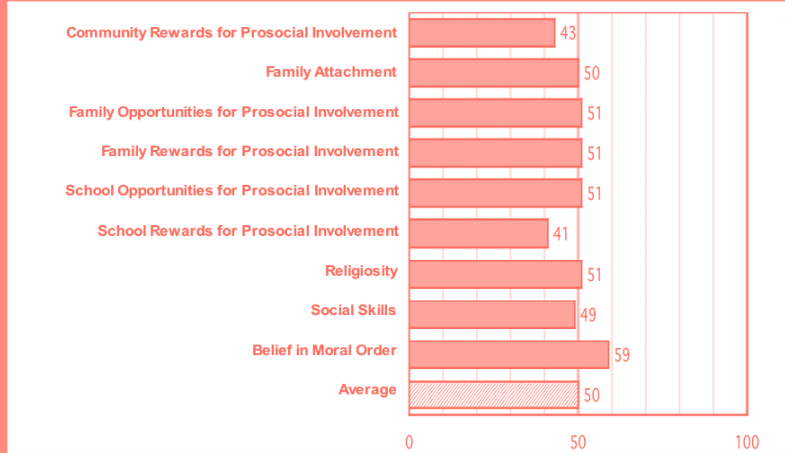
*The scores are measured against the Communities That Care normative database. Scores are expressed as a number ranging from 0 to 100. A score of 50 indicates the median for the normative database. So, scores higher than 50 indicate above-average scores, and scores lower than 50 indicate below-average scores.*

*Because high levels of risk factors are associated with negative youth outcomes, it's better to have risk-factor scale scores that are lower than the normative score. And because high levels of protective factors are associated with positive youth outcomes, it's better to have protective-factor scores that are higher than the normative score.*

*So, as a rule of thumb while you're reading your community's report, keep in mind that it's best to have higher levels of protection and lower levels of risk.*

## Overall protective-factor scale scores

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Slide 2-21

# Notes

### Objective 2: Become familiar with the Communities That Care Youth Survey report.

The report provides both overall and grade-level risk- and protective-factor scale scores. The graph shown here, from the overall results summary in Section 2, displays the overall scores for all of the protective-factor scales. This graph shows how the overall protective-factor scale scores compare with one another. A similar graph is provided for the overall risk-factor scale scores. Additionally, the detailed risk- and protective-factor sections include mini-graphs showing both overall and grade-level scores for each scale.

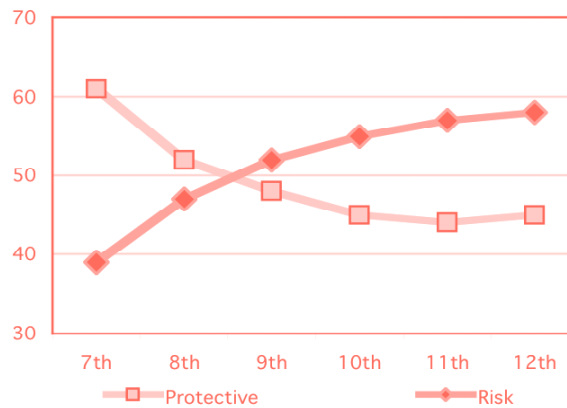


Slide 2-22

## Notes

### Average risk- and protective-factor scale scores

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### Objective 2: Become familiar with the Communities That Care Youth Survey report.

While overall scores give you a general picture of your community's risk- and protective-factor profile, grade-level results provide a more detailed picture of what's happening in each grade you survey. This can allow you to focus your prevention efforts even further, by identifying priority risk factors to address in particular grades and/or by identifying developmental periods to focus your prevention efforts on.

This graph, from the grade-level results summary in Section 2, displays the average risk- and protective-factor scale scores by grade. You can use this graph to identify trends in average risk and protection levels across grades. For example, this particular graph shows that risk increases in the higher grades, while protection decreases. You could then look to the detailed information about grade-level results provided in the report to identify which risk and protective factors are of particular concern. You may even find that different risk factors are of concern for 7th graders than for 12th graders.

The Risk and Protective Factors section of the report also includes detailed descriptions of individual risk- and protective-factor scale scores. Additionally, the report includes an appendix with more graphs to help you analyze the grade-level risk- and protective-factor results.

Allow participants a few moments to look through Section 2 of the report.

Does anyone have any questions about the Risk and Protective Factors section of the report?

## Section 3: Alcohol, Tobacco and Other Drug Use

- Measurement
- Overall results
- Grade-level results compared:
  - across grade levels
  - with *Monitoring the Future*.

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Notes

### Objective 2: Become familiar with the **Communities That Care Youth Survey report.**

The survey asks questions about students' use of alcohol, tobacco and other drugs in their lifetime and over the past 30 days. Unlike the risk and protective factors, levels of ATOD use are expressed as percentages. The results are summarized in Section 3 of the report.

This section includes:

- a measurement section, which describes how the results are reported
- an overall results summary, which compares overall lifetime and past-30-day prevalence of alcohol, tobacco and other drugs
- a grade-level results summary, which includes:
  - a comparison of ATOD use across grade levels
  - comparisons of the ATOD results with data in the Monitoring the Future study, an annual research project that provides national data about the prevalence of drug use from a representative sample of 8th, 10th and 12th graders in the U.S.
  - discussion of individual drugs, with mini-graphs showing grade-level comparisons.

Allow participants a few moments to look through Section 3 of the report.

Are there any questions about the ATOD section of the report?

# Module 2



Slide 2-24

## Section 4: Other Antisocial Behaviors

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- Violence
- Delinquency

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### Objective 2: Become familiar with the **Communities That Care Youth Survey report.**

The “Other Antisocial Behaviors” section reports on rates of violent and delinquent behavior, such as attacking with intent to harm, being arrested, carrying a handgun and getting suspended.

The survey includes questions that measure the frequency of these behaviors over the past 12 months. Results are expressed as percentages. For example, the survey might report that 2% of students attempted to steal a vehicle over the last 12 months. Results are reported by grade and as an overall rate for the surveyed population.

The format of this section is similar to Section 3, with tables and graphs comparing all the behaviors with each other and across grade levels, followed by discussion of individual behaviors.

Does anyone have any questions about this section of the report?



# Survey Review and Report-Out

**Objective 3: Interpret the survey results and identify community strengths and challenges.**

**Time: 35 minutes**

## Materials

Copies of the community's *Communities That Care Youth Survey* report. If this is not available, supply copies of the Anytown County Youth Survey Report.

## Instructions

1. Ask participants to count off by fives to form five groups.

2. Assign a section(s) of the report to each group as follows:

**Group 1:** Survey methodology and demographic profile (Section 1 of the report)

**Group 2:** Protective factors (Section 2 of the report)

**Group 3:** Risk factors (Section 2 of the report)

**Group 4:** ATOD use (Section 3 of the report)

**Group 5:** Other antisocial behaviors (Section 4 of the report)

It is important that all questions on the Report-Out Worksheet are answered. If a group is small, you may need to double up on assignments to make sure all questions get answered.

3. Each group should answer the questions on their assigned section in the Report-Out Worksheet in their Participant's Guide. Let them know they'll be asked to brief the group on their section.

**Note:** Some questions on the Report-Out Worksheet ask about specific grade levels. If participants are using their community's report, and if the community did not survey the grade levels specified, instruct them to look at grade levels that are included in their report. The idea is to familiarize participants with the report features and the potentially different results at different ages.

4. Allow about 10 minutes for the groups to complete the worksheets and prepare their briefings.

5. Allow each group no more than five minutes to present their findings to the group and answer questions. Consider showing slide 2-25 during the presentations.

# Survey Review and Report-Out

### Directions

Use the *Communities That Care Youth Survey* report to answer the questions below about your group's assigned section(s) of the report. Prepare a briefing for the entire group about your section. Plan to report on:

- important findings in the survey results—strengths and challenges for your community
- any questions about the survey results
- follow-up action your group recommends.

#### **Group 1: Survey methodology and demographic profile (Section 1 of the report)**

**1. What grade levels participated in the survey?**

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**2. Were all students in those grade levels surveyed, or was a sampling conducted?**

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**3. What percentage of surveys were identified as invalid and excluded?**

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**4. What percentage of surveyed students speak a language other than English at home?**

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**5. What percentage of surveyed students live in a city, town or suburb?**

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**6. What else is interesting about the information in this section?**

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(Continued)

## Survey Review and Report-Out (continued)

### Group 2: Protective factors (Section 2 of the report)

1. Which overall protective-factor scale scores are better than average (higher score)?

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2. Which overall protective-factor scale scores are worse than average (lower score)?

---

---

3. Which protective-factor scale score is lowest in each grade surveyed?

---

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4. Which is the lowest overall protective-factor scale score for the surveyed group?

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---

5. What else is interesting about the protective-factor data?

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### Group 3: Risk factors (Section 2 of the report)

1. Which overall risk-factor scale scores are worse than average (higher score)?

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2. Which overall risk-factor scale scores are better than average (lower score)?

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3. Which risk-factor scale score is highest in each grade surveyed?

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4. Which is the highest overall risk-factor scale score for the surveyed group?

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5. What else is interesting about the risk-factor data?

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# Survey Review and Report-Out (continued)

### Group 4: ATOD use (Section 3 of the report)

1. What national survey does the *Communities That Care Youth Survey* use for comparison of alcohol, tobacco and other drug (ATOD) use?

2. How is current ATOD use measured in the *Communities That Care Youth Survey*?

3. How do the 10th grade\* students' lifetime prevalence rates compare with the *Monitoring the Future* study for each of the following substances?

Alcohol: \_\_\_\_\_

Cigarettes: \_\_\_\_\_

Marijuana: \_\_\_\_\_

Inhalants: \_\_\_\_\_

4. At what grade level is the prevalence of binge drinking highest for surveyed students?

5. At what grade level is the lifetime prevalence of Ecstasy use the highest?

6. Which of the following drugs has the highest lifetime prevalence rate among 12th grade\* students (circle one)

Methamphetamine

Cocaine

LSD

Heroin

8. What else is interesting about the information in this section?

### Group 5: Other antisocial behaviors (Section 4 of the report)

1. For what time period is data on other antisocial behaviors reported?

2. What antisocial behaviors are measured?

3. Which antisocial behavior has the highest rate of prevalence among 8th grade\* students?

4. Which antisocial behavior has the lowest rate of prevalence among 8th grade\* students?

5. What else is interesting about the information in this section?

\*If your community did not survey these grades, choose grades that are included in your report to answer these questions.

## Activity report-out

- Important findings in the survey results
  - Strengths
  - Challenges
- Questions about the survey results
- Follow-up actions/recommendations



Community Assessment Training

2-25



Slide 2-25

# Notes

### Objective 3: Interpret the survey results and identify community strengths and challenges.

Ask each group to present a short briefing on its report section to the whole group, as outlined on the slide.

After each group has presented its findings, work with the full group to fill in the survey summary worksheet on the next page.

## Survey Summary

### Directions

Based on the findings presented in the previous activity, compile a summary of the survey results by filling in this worksheet as a group.

#### Community strengths:

Which protective factors are the most elevated (highest overall scale scores)?

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Which risk factors are the most suppressed (lowest overall scale scores)?

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Which problem behaviors have the lowest overall prevalence rates? How do these compare with data from the *Monitoring the Future* study (where available)?

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#### Community challenges:

Which protective factors are the most suppressed (lowest overall scale scores)?

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Which risk factors are the most elevated (highest overall scale scores)?

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Which problem behaviors have the highest overall prevalence rates? How do these compare with data from the *Monitoring the Future* study (where available)?

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Questions about the survey results:

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Follow-up actions:

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## Sharing the results

Communities That Care

- Involve school district leaders in developing the message.
- Provide executive summary—report key strengths and challenges.
- Provide a context for using the survey results in the *Communities That Care* planning process.

Community Assessment Training

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Slide 2-26

# Notes

*Sharing the Communities That Care Youth Survey results with the community is an important way to raise awareness about your community's particular strengths as well as opportunities for improvement. In addition to sharing the results with Community Board Members and Key Leaders, you may want to consider releasing information to the press. Some things to keep in mind as you plan how and when to share the survey results:*

- *Work with school district leaders to develop the message you want to convey to the public.*
- *Focus on the key strengths and challenges identified in your analysis and in the report itself.*
- *Place information about the survey findings in the context of the entire Communities That Care prevention-planning process.*

# Module 2



Slide 2-27

# Notes



Review the slide.

Let participants know that in the next module, "Collecting Archival Data," you will continue to cover the milestone: "Collect community assessment information and prepare it for prioritization."